**Student-led oral Proficiency Interviews**

Fluency

Pronunciation

Grammar

Extension

* Sí
* Sí
* Sí
* Sí
* No
* No
* No
* No

Evaluation slip to hand out to students during class:

Types of proficiency interviews:

* Speed dating
* Stories
* Presentations
* Interviews

Giving feedback:

* Keep it mostly positive
* Focus on the communication of meaning rather than accuracy
* Feedback should be:
  + Useful
  + Meaningful

OPI problems:

* Takes **too much time** to interview each student individually
* Teacher is exhausted by the end
* The other students are left without a teacher for two class periods or more

4 levels of proficiency:

* Words
* Sentences
* Paragraphs
* Discourse

What to do:

* Establish expectations: Be sure students know ahead of time what to expect.
* Give students the questions ahead of time to allow them to see & practice them.

**What does it look like?**

Students interview each other using questions the teacher provides and then rate each other using a rubric the teacher created.

* Pick a topic

I do this every day as the starter but without the rubric. Perhaps I could provide a simplified rubric for everyday use.

* Create questions (In TL)
  + Organize them from most simple to most difficult (floor to ceiling)
* Create & Explain rubric (in English)
* Students interview each other for 5 minutes
* When finished, give them a rubric to rate their partner

Rubric ideas:

**Rate the students from 1-4**

1 = does not meet requirement/needs more practice

2 = average/ meets requirement

3 = above average/extends beyond requirement

4 = exceptional/ extends beyond requirement and creates own questions.

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Evaluation slip to hand out to students during class:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | Novice Low | Novice Mid | Novice High | Intermediate Low |
| Types of responses | Responds with isolated words. Has frequent pauses that are sometimes long and distracting. | Uses many isolated words as well as memorized phrases. Has some pauses. | Can answer questions about basic personal information, objects, activities, preferences, and immediate needs. Uses mostly complete sentences. | Can answer questions on familiar topics in complete sentences with some expansion. |
| Vocabulary | Uses basic and limited amount of single words. | Uses words and phrases. | Creates basic sentences. | Sentences are more detailed and expanded. |
|  |  |  |  |  |
| What to work on next: | Work on learning how to respond in sentences. Learn more vocabulary on topics that were difficult for you to answer. | Work on creating your own sentences. Learn more vocabulary on topics that were difficult for you to answer. Practice using that vocabulary to create sentences | Work on creating more complex sentences. Try having more than just a subject and a verb. Learn more vocabulary on the discussed topics and practice creating more complex sentences using that vocabulary. | Work on creating more diverse sentences and statements. Try starting your sentences with subordinate clauses (*Cuando*…) Keep adding to your vocabulary and learn more ways to diversify your sentence structure. |
|  |  |  |  |  |
| What questions did your partner answer? | | | | |
|  |  |  |  |  |
| Comments: | | | | |

**Starter questions for each level: (Add 3 more sets for the same topic for each level.)**

**Spanish 1:**

Tema: El medio ambiente

Pregunta básica: ¿Qué tiempo hace hoy?

Pregunta más profunda: ¿Te gusta el clima de Utah?

Pregunta aún más profunda: ¿Por qué te gusta/o no te gusta el clima?

**Spanish 2:**

Tema: El medio ambiente

Pregunta básica: ¿Qué tiempo hace hoy?

Pregunta más profunda: ¿Cómo te vistes para este tiempo?

Pregunta aún más profunda: ¿Por qué te vistes así?

**Spanish 3:**

Tema: El medio ambiente

Pregunta básica: ¿Qué tiempo hizo ayer?

Pregunta más profunda: ¿Cuáles actividades haces durante esta estación?

Pregunta aún más profunda: ¿Cómo es un día típico en tu vida durante esta estación?

**AP:**

Tema: El medio ambiente

Pregunta básica: ¿Qué problemas hay en el medio ambiente?

Pregunta más profunda: ¿Cómo cambian estas problemas la vida diaria de las personas?

Pregunta aún más profunda: ¿Cómo podemos contribuir a una solución?

**More questions for interviews:**

Level 1:

Friends:

1. What is your best friend's name?
2. Describe your friend.
3. What activities do you do with your friend?
4. Why is he your best friend?

School:

1. Do you have a backpack?
   1. What is there in your backpack?
   2. What do you need in your backpack?

Chores:

1. What chores do you have to do in your house?
   1. Do you like to do dishes or cut the lawn more?
   2. What do you say to complain about doing the dishes?

Lunch:

1. What do you like to eat for lunch?
2. Do you prefer pizza or spaghetti and why?
3. Compare your lunch to a typical lunch in a Spanish-Speaking country.

Familia:

1. ¿Cómo se llama tu padre?
2. ¿Cuántos años tiene?
3. ¿Qué le gusta hacer?
4. ¿Cómo es?

Family:

1. What do you like to do with your family?
   1. How often do you do this with your family?
   2. Why do you like to do this with your family?

AP/Spanish 3/4

1. ¿Cuándo usas la tecnología?
   1. ¿Por qué es necesaria la tecnología en la vida diaria?
   2. ¿Cuáles son las ventajas y las desventajas del uso de la tecnología?